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the individual or the nation? Indeed, this seems to have been the last prophetic wish of Faust-Goethe, when saying :

“ Ein solch Gewimmel moecht ich sehn,
Auf *freiem* Grund, mit *freiem* Volk zu stehn.”

Professor Cyr, of Boston University, made some remarks on this paper to the effect that he holds the modern classics to be just as useful for educational purposes as those of the Greeks and Romans. A proposition was then made to omit further discussions on the papers, in view of the limited time which the Convention had at its disposal and the amount of business that still remained to be done. A motion, however, to waive discussion through the rest of this session and for the afternoon meeting, was lost and the Convention proceeded immediately to the next paper by Mr. Charles Whetham, of the Johns Hopkins University, on

7. “Modern Language Study in Ontario.”

1. *Preliminary remarks on the educational system.*

Each Province in Canada controls its own educational interests. Ontario, the wealthiest and most populous of the provinces, has the most nearly perfect educational system. At its head stands the Minister of Education, a member of the Provincial Legislature, regularly elected by the people. Through his inspectors he has the most ample means of knowing the condition of every educational institution in the Province, and can with comparative ease introduce reforms into any part of the system. Hence the *possibility* of unity.

There are three very clearly defined classes of State educational institutions—Public or Primary Schools, High Schools and a University. These are so distributed and the program of studies in each is so arranged that they influence and supplement one another more strikingly perhaps than is the case in any of the United States. The High School entrance examination, like the Public School Teachers' examinations of all grades, is uniform over the whole Province; and thus uniformity is secured in the work of the Primary Schools. Similarly the Matriculation examination into the State University, and its subsequent examinations, determine almost entirely the character and extent of the work done in the High Schools.

Matriculation examinations before the Law Society and Medical Council, as well as those before the various theological colleges of Ontario, are becoming more and more uniform with the Matriculation examination into the State University, and will probably soon be identical with it. The subjects for Public School Teachers' examinations are also largely determined by University examinations. The

head-masters of the High Schools must be graduates of a University recognized by the State, and the assistant-masters are in the main University graduates also. The most striking feature of the system then is its unity. *Change of standard in any ordinary subject in the State University is immediately felt in the 104 High Schools and the 5,252 Primary Schools.*

2. *Modern Language Study.*

Every High School is by law required to make provision for instruction in (among other subjects) the Latin, Greek, French and German languages so far as to prepare students for the State University. With regard to French the regulation has been in force since 1865, and for German, since 1874.

Table shewing the number of Pupils taking these subjects in the High Schools.

YEAR.	Total No. of H. Schools	Total No. of Pupils.	Pupils taking Latin.	Pupils taking French.	Pupils taking Greek.	Pupils taking German.
1860.	88	4,546	2,285	1,246	558	
1870.	102	7,451	6,658	2,850	769	232 (in 1871)
1880.	104	12,910	5,559	5,464	1,100	859
1883.	104	11,843	4,439 (38 pr. c.)	5,318 (45 pr. c.)	903 (9 pr. c.)	961 (9 pr. c.)

In 1883 Latin and French were taught in all the schools (104), Greek in 90, and German in 56. Of the pupils taking French or German a large percentage were being prepared for the 2nd and 3rd class non-professional teachers' examinations, where these subjects are either elective or optional. In 1880 the total number of candidates at these examinations was 3,185, and of these, 919 took French and 132 German. In 1885, out of a total of 4,541 candidates, 1,200 took French and 178 German.

A large number of the pupils, again, are preparing for the various university, engineering, legal or medical examinations. Many others have no examination in view.

Table shewing the number of Matriculants (Arts and Medicine) into the State University, taking French and German.

YEAR.	Total Number of Matriculants.	Number taking French.		Number taking German.	
		Pass.	Honor.	Pass.	Honor.
1871.	46	24	2	1	..
1881.	129	56	16	42	15
1885.	186	29	37	25	36

The increase in the number of those taking French and German as special (Honor) subjects is worthy of notice. The work in French and German as laid down for 2nd and 3rd class Teachers' examinations is precisely the same as that prescribed for pass matriculation in Arts, Law, Medicine, etc., and thus the classes preparing for these examinations are kept together in the High Schools. The work comprises the essentials of grammar, reading of one French or German text and easy translation from English into French or German. The majority of High School pupils are engaged then with this class of work, but all the better equipped schools go far beyond this limit. So much for the High Schools.

Since 1853 the State University has had a special course in Modern Languages, and this course has been taken by about 15 per cent of the graduates in Arts. For some years, too, students have had the option of taking French and German instead of Greek, throughout their course. Until recently the aim of the University in its Modern Language course was to lead students as far back as Chaucer in English; to give them a respectable reading knowledge of Italian from Dante's time with a sketch of the whole literature; a reading knowledge of modern literary German, together with greater or less facility in German composition, and a second-hand acquaintance with the earlier German literature and language, while in French they were expected to be able to read any author subsequent to the 15th Century; to write French with some ease, and to make a tolerably successful effort at French conversation. In few cases were Modern Languages studied specially, as being in themselves an object. Latterly, all this has been changing, and according to the present curriculum students at graduation are expected to be able to read German of any period, together with Gothic; the requirements in composition are much higher; conversation is added and attention is paid to German philology. In French, too, students are required to read the language of any period; to pay special attention to composition and conversation, while in the two final years, French philology is taken up systematically. English is still unsatisfactory, but in a year or two the course will be as thorough and as strictly historical as that in French or German. Spanish has been added in the two final years. Italian is introduced in the 2nd year of the course instead of the 3rd as formerly, and is more seriously studied. The number of students taking the course specially is increasing, and what is more no students at college are more enthusiastic than they. Their "Modern Language Club," which meets weekly, is conducted in a most earnest spirit, and is recognized by the lecturers as an important factor in the work. Members of the graduating classes are each year going out as Modern Language Masters in the High Schools, all the larger of which even now employ specialists in this department—all University men, who are regarded as equal in every way to their classical and mathematical fellow-teachers. The standard in Modern Languages

for University matriculation is becoming higher every year, and it is confidently expected that in a very short time *every* student who wishes to present himself for a special course in Modern Languages in the University, will be able to read ordinary modern French, prose and poetry, and easy German prose, at sight, and also to translate easy but idiomatic English into those languages before leaving the High Schools; for with such a system of High Schools this is quite practicable. With the High Schools rests the hope of the Province, not only for higher Modern Language study, but for all higher education; and they are rapidly relieving the colleges of elementary class-work, and thus paving the way to the most advanced academic teaching.

The earnest study of Modern Languages for their own sake has just begun in Ontario, and it would scarcely be fair to look yet for tangible results; but the path is clear, the present is rich in promises and the future bright.

President Chas. W. Eliot, of Harvard University, being present during the reading of this communication, was called on by the Chairman to give his views on the subject therein specially treated, that is, the secondary schools in their relation to the study of the modern languages. He suggested, among other things, that this Association turn its serious attention to the introduction and development of modern language study in the secondary schools. He thinks that here is the starting point for such work and, if these schools are encouraged and stimulated in their requirement of these branches, it will not be long before the colleges would feel the good effects and be able to fix a regular entrance examination for them just as they have done for Latin and Greek. In the present condition of things, it is impossible for many institutions to set such requirements for the simple reason that the pupil cannot get the proper instruction. In the large cities, it is comparatively easy to meet such demands, but in the small towns even private instruction in the modern languages is often difficult to be had. The school system of Ontario presents, in this respect, an enviable contrast to our own, and gives us many valuable hints, of which some are worthy of acceptance by us, while others, coming from an experience originally very much like ours at present, point to what checks should be put on a system introduced by a reform so far-reaching as this is. But it is not the colleges alone that are to be benefited by a proper adjustment, in this respect, of

the curriculum of the secondary schools to the demands of the times. An examination in modern languages should be required for entrance to every Law and Medical school in the land : the students of these institutions should only be allowed to go forth as graduates when, in addition to their special knowledge of medicine and law, they can show that they are able to understand the thought of their colleagues in France and Germany written in their respective languages. Here, then, is a broad field for the practical exercise and extension of the influence of the Modern Language Association.

Again, linked with the difficulty just referred to, of finding proper instruction in modern languages in preparation for college, is another that comes from the same source for the student who has completed his college course, and who wishes to become a teacher of these languages. The demand for modern language professors and assistants in the colleges themselves is a comparatively limited one, and consequently must soon be supplied, however urgent it may be just now, but when the secondary schools are open to these studies, the chances of employment in this direction will be greatly increased, and for this reason, again, the speaker would impress upon the Association the necessity of an active, collective movement toward reform in the secondary schools. The greatest benefit would come to the scholar and to the college, but a scarcely smaller one would fall to the young men who desire to become teachers in these branches.

Prof. John G. R. McElroy, of the University of Pennsylvania, followed with a paper on

8. "The Requirements in English for Admission to College."

Two heresies in American education have probably spent their force;—1st, That the children of English-speaking parents know English by virtue of their birth; 2d, That the term *English* includes all studies of the curriculum except Latin and Greek, and Mathematics. The necessity of teaching English is now conceded; the thing taught is no longer every modern subject of the course except English itself, but the English language and literature, whether for use or for culture.

These concessions mark a great advance; yet the present state of English teaching is far from satisfactory or even settled. Much has